

Space and Imagination

Central Focus	Imagination
Grade Level	1st Grade
Class Size	Under 10 students
Time	An hour and 50 minutes
Class Demographics	Normal/Bloomington IL students

Common Core State Standards Addressed
<p>VA:Cr1.2.1a: Use observation and investigation in preparation for making a work of art.</p> <ul style="list-style-type: none"> Students will be observing different resources that pertain to outer space. From these they will be creating their own view of space and their own planet. <p>VA:Cr2.2.1a: Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.</p> <ul style="list-style-type: none"> Students will use a variety of different materials such as; Acrylic paint, stamps, stencils, clay, pencils. <p>VA:Pr5.1.1a: Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.</p> <ul style="list-style-type: none"> Students will work together to piece and display all the parts of the mural and aliens, for the final presentation. <p>VA:Re.7.2.1a: Compare images that represent the same subject.</p> <ul style="list-style-type: none"> Students will be shown several examples of artwork pertaining to outer space. Some items may be drawn differently or similarly. <p>VA:Cn11.1.1a: Understand that people from different places and times have made art for a variety of reasons.</p>

Forms	2D		3D		4D
Frames	Cultural	Subjective	Structural	Postmodern	
Conceptual Framework	Artwork	Artist	Audience	World	

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LEARNING OBJECTIVES
<i>As a result of this lesson, students will be able to:</i>
<ol style="list-style-type: none"> 1. Students will have made at least one planet, from their imagination 2. Students will use at least three different art materials within their mural and planet. 3. Students will make an imaginary alien, from their planet out of clay. 4. Students will work collaboratively with others on their mural.

TEACHER MATERIALS		
<ul style="list-style-type: none">• Children's book “If you had a birthday party on the moon”• Children's book “Mars Earthlings Welcome”	<ul style="list-style-type: none">• A way to present powerpoints and play videos for the class.	<ul style="list-style-type: none">• Various handouts• Language supports

STUDENT MATERIALS		
<ul style="list-style-type: none">● Stamps in the shape of stars● Acrylic pouring materials● Acrylic or tempera paint● Paint brushes● Paper towels● Water cups/buckets	<ul style="list-style-type: none">● Clay● Clay tools● Elmer's glue	<ul style="list-style-type: none">● Pencils● Stencils

ARTISTS IN CONTEXT

Key Artists	Chris Ryniak, Linz Sepe
Key Artworks	Chris Ryniak "This Could Get Ugly" 2010 Linz Sepe, "Spaceliner Express"
Key Critical Questions	1. What sorts of planets would these creatures come from?

	<p>2. What kinds of creatures do you see in this piece?</p> <p>3. What kinds of creatures would you create to live on your planet?</p> <p>4. What do planets look like? What colors and shapes are they?</p>
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VOCABULARY AND LANGUAGE ACQUISITION		
Vocabulary	<p>Warm colors: shades of red, orange, yellow.</p> <p>Cool colors: shades of blue, green, purple.</p> <p>Abstract: existing in thought or as an idea but not having a physical or concrete existence.</p> <p>Imagination: action of forming new ideas, or images or concepts of external objects not present to the senses.</p> <p>Background: the area or scenery behind the main object of contemplation</p> <p>foreground: the part of a view that is nearest to the observer</p> <p>Score: The process of tearing clay so that it will stick together</p> <p>Slip: Watered down clay used as glue to stick clay together</p> <p>Coil: A long strand of clay</p> <p>Pinch Pot: A small bowl made from pinching clay</p>	
Language Functions	<ul style="list-style-type: none"> • Students will use vocab words to describe what they are doing with their clay alien • Students will use vocab words when describing how their planet and clay alien relate to each other 	
Language Demands	Syntax	Discourse
Language Tasks and Activities	<ol style="list-style-type: none"> 1. Students will be asked to go around in a room and explain their clay aliens features and characteristics 2. Students will be asked to go around in a room and explain their alien and planet, and why their alien lives there 	
Language Supports	<ol style="list-style-type: none"> 1. Handouts given to the students contain images on them. 2. Instructional videos will be played for the students, in which out vocab words will be said aloud. 	

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS Day 1- alien	
Launch	Instruction Methods
<ul style="list-style-type: none"> • Do you guys believe in aliens? • Who can tell me what an alien is? What makes an alien an alien? • Introduce that today students will be making their own aliens and planets • Four corners icebreaker game 	<ul style="list-style-type: none"> • Class discussion • Class activity • Direct instruction
Instruction	Instruction Methods
<ul style="list-style-type: none"> • Ask students to think about what the people on their planet will be like. What do they look like? What do they do? • Students will sketch what their aliens look like and will have a handout to help guide what features can look like if they need help. • Demo how to use clay and do certain techniques • Students will make a creature no larger than 5" 	<ul style="list-style-type: none"> • Direct instruction • Independent work
Closure	Instruction Methods
<ul style="list-style-type: none"> • Students will share with their peers what they are working on • Students will clean up materials • We will have an open class discussion and have students volunteer to explain the story of their alien to the class. <ul style="list-style-type: none"> ◦ Why did you choose the body, head, arms, legs,eyes shapes that you did? ◦ What techniques did you use to create your clay alien? • Explain to students that next week we will be creating a planet for these aliens to live on. 	<ul style="list-style-type: none"> • Class discussion • Student discussion

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS Day 2- planet	
Launch	Instruction Methods

<ul style="list-style-type: none"> • Who knows what a planet is? What kind of things are on a planet? • Have any of you ever wondered what sorts of planets are out there? • What kind of things are on a planet? • What would you do if you could make your own planet? What does it look like? What are the rules? 	<ul style="list-style-type: none"> • Class discussion • Formal assessment
Instruction	Instruction Methods
<ul style="list-style-type: none"> • Announce to the class that they will be creating their own planet, based off of the alien that they created on day 1 • To begin our lesson we will read the book Childrens book “Mars Earthlings Welcome” • Questions- • Ask the class “What sorts of planets do you guys know?” <ul style="list-style-type: none"> ◦ What is it like on these planets? • What colors are planets? • What's the weather like on these planets? <ul style="list-style-type: none"> ◦ Is it hot, cold, stormy? • What sorts of things live on this planet <ul style="list-style-type: none"> ◦ Forests, Jungles, volcanos, mountains, Cities? • What can aliens look like? <ul style="list-style-type: none"> ◦ Do they look like humans? Animals? Plants? Sea creatures? Or something completely different? • What sort of planet is your alien from? • Show day 1 video going over how to do the paint pouring technique for their planet • Students will choose up to 3 colors for their planet and will do the paint pouring process to create their planet. • After completing the planets, we will demo how to paint their aliens using acrylic paint and talk about how they want their aliens to look. • students will have the rest of the time to use acrylic paint to paint their clay alien creatures. 	<ul style="list-style-type: none"> • Teacher instruction • Class discussion • Formal assessments
Closure	Instruction Methods

<ul style="list-style-type: none"> ● Ask students to walk around and look at other students planets and aliens ● Ask students to think about what it would be like on that planet <ul style="list-style-type: none"> ○ What would it feel like to be on that planet? ○ What would you see walking around? ○ Would you want to live on these planets? Why or why not? 	<ul style="list-style-type: none"> ● Class discussion ● Independent observation
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DAY 3

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS	
Launch	Instruction Methods
<ul style="list-style-type: none"> ● Tell students they will be creating a mural for their planets to stay in. ● Ask students if they remember their planets and aliens 	<ul style="list-style-type: none"> ● Formal assessment ● Class discussion
Instruction	Instruction Methods
<ul style="list-style-type: none"> ● Read the children's book "If you had a birthday party on the moon" ● Show an instructional video on how to use various painting techniques and tools ● Give students handouts about what sorts of things are found in space ● Questions- ● What sorts of things would be around your planet <ul style="list-style-type: none"> ○ Astronauts, spaceships, comets, other planets, stars? ● Which other students planets would yours be around <ul style="list-style-type: none"> ○ Same galaxy, similar planets ● Would the aliens from your planet get along with your classmates' aliens? ● How do the things around your planet relate to it? ● What sorts of shapes are stars in space? <ul style="list-style-type: none"> ○ Are there a lot of stars by your planet? Or not a lot ● How big are the galaxies by your planets ● Have students gather materials ● Begin working on a large black sheet of paper together ● Creating stars, galaxies, comets, ect, and placing their planets on the mural. 	<ul style="list-style-type: none"> ● Class discussion ● Formal assessment

Closure	Instruction Methods
<ul style="list-style-type: none"> - Students will use their artist statement worksheet to tell the class about their planet <ul style="list-style-type: none"> - What is it called? What lives on your planet? What is it like? -Students will take turns sharing their planet on the mural and will have time for feedback from other students about what they think of others planets - We will have time for final thoughts on everything that we did in the past few weeks and we will finish off class by congratulating everyone on the nex galaxy they made :) 	<ul style="list-style-type: none"> · Class discussion Student presentation

ACCOMMODATIONS FOR SPECIFIC DIVERSE LEARNERS

Adaptations and Accommodations

If a student is having trouble drawing things like stars, we will have star stamps and stencils for them.
 We will have handouts of the various clay techniques to reference.
 We will have a hand out to help guide their alien creation.
 If a student is uncomfortable using clay, they may draw their alien instead.

Enrichment and Extensions

- Ask advanced students to add more onto their planets such as rings, moons, or natural disasters.

Activity for Early Finishers

- Early finishers will create moons or other objects orbiting their planet

OBJECTIVE-DRIVEN ASSESSMENTS

1. Students will fill out an artist statement handout at the end of the lesson with sentence starters, with questions such as “my planet is called...” etc.
2. Students will all be required to complete 1 planet and 1 clay alien

INTERDISCIPLINARY CONNECTIONS

- Science, students will be learning about space and life during this lesson

Math, students will have to plan the required space needed to fit their planet onto their mural

REFERENCES

<https://www.kidrobot.com/blogs/news/this-could-get-ugly-by-chris-ryniak-at-myplasticheart>

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